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ABSTRACT

Society still carries the lingering remains of the autocratic cultural mores of reward and punishment. Staff in a group home setting for children must be aware of the complexity caused by the mingling of autocratic and democratic mores. This phenomenon causes discrepancy in parenting methods. It was surmised that training the staff (N=4) at one group home to parent according to a democratic model would eliminate this discrepancy and prepare the children (N=16) to live in a democratic society. Staff parent training sessions and weekly meetings with the children were implemented which incorporated the values of equality and mutual respect. The six staff training sessions were based on human development, children of alcoholics, effects of sexual abuse, motivations of misbehavior, communicating effectively with children, and developing a more concise understanding of self and child. The training combined with the greater empathy established through the weekly meetings, resulted in improved attitudes for both staff and children and a subsequent decline in children's negative behaviors. (Staff questionnaire, weekly staff evaluation form, and children's attitude survey stem sentences are appended and a 46-item bibliography is attached.) (Author/ABL)

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PRACTICUM REPORT

Center for the
Advancement of Education
Ed.D. Program

Developing and Implementing Democratic Parenting Methods in a Group Home Servicing Children Ages Three to Eleven

by

Sister Paul Marie, Santa Lucia

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Developing and Implementing Democratic Parenting Methods in a Group Home Servicing Children Ages Three to Eleven

by

Sister Paul Marie, Santa Lucia

Cohort 32

A Practicum Report Presented to the National Master's Program for Child and Youth Care Administrators in Partial Fulfillment of the Requirements for the degree of Master of Science

NOVA UNIVERSITY

1989

AUTHORSHIP STATEMENT

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my own work, presented here, will earn similar respect.

1-2-90
Date

Sister Paul Marie
Signature of Student

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Lastly, the writer expresses a very special thanks to Nova University for developing the Practicum Program and thereby providing a practical means of focusing upon a particular problem within the child care facility.

ABSTRACT

AUTHOR Santa Lucia, Sister Paul Marie, SCMC

TITLE Developing and Implementing Democratic Parenting Methods in a Group Home Servicing Children Ages Three to Eleven

DATE November, 1989

DESCRIPTORS Family / Social Values / Child Caregivers / Program Effectiveness / Residential Institutions / Parent Child Relationships / Locus of Control / Child Development / Communication Skills / Motivation /

The facility is a coed group home servicing a population of approximately 25 to 30 children, ages three to twelve. Many belong to a sibling group. They are also children who have suffered the ill-treatment of physical, sexual, and/or emotional abuse. Consequently, each child is the product of a multi-problem family whose interpersonal relationships with their parents have been based on reward and punishment.

Our society, as a whole, still carries the lingering remains of the autocratic cultural mores of reward and punishment. Staff, working in a group home setting, must be aware of the complexity caused by the mingling of autocratic and democratic mores. This phenomenon causes discrepancy in parenting methods. It was surmised that training Staff to parent according to a democratic model, would eliminate this discrepancy and prepare the children to live in a democratic society.

The writer, therefore, set up a series of Staff parent training sessions and weekly meetings with the children which incorporated the values of equality and mutual respect. The six Staff training sessions were based on: Human Development, Children of Alcoholics, The Effects of Sexual Abuse, the Motivations of Misbehavior, Communicating Effectively With Children, and Developing a More Concise Understanding of Self and Child. The training, combined with the greater empathy established through the weekly meetings, resulted in improved attitudes for both Staff and children, and a subsequent decline in the children's negative behaviors.

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Chapter 1

INTRODUCTION

The complex social and emotional factors that have shaped the lives of children residing in a group home setting demand a consistent system for dealing with misbehaviors in a productive way. This system must adapt itself to the ages and conditions of the children and foster a sense of self-worth within the child. Typically, this facility accommodates twenty-five to thirty children, ages three to twelve who are frequently part of a sibling group. The staff ratio is one adult to every four children. To understand the facility's intake population it is necessary to examine it in the context of each child's socio-economic background.

The parents of these children often are the products of disadvantaged circumstances. They have received little or no education. Many hold low income jobs or depend on welfare subsidies and food stamps to support their family. Such deficient conditions lead to unskilled positions, unemployment, and more often than not, transiency. The adult role model is one of cohabitation, common law marriage, or paramour relationships, frequently resulting in such problems as poly/ethol substance abuse, cult

involvement, or varying psychiatric disorders. Children exposed to such negative family influences become the victims of multi problems, such as:

poor nourishment
chronic physical illness
hearing loss
attention deficit
hyperactivity
behavior disorders
learning disabilities
incestual relationships
step brother/sister relationships
cult involvement
amoral values

Stress arising from the above mentioned circumstances creates conflict within the family unit. The outcome of so much distress is frequently one of abuse and neglect, leading to dysfunction within the family. The culminating results are social welfare intervention, court action, and/or out-of-home placement of the child or sibling group.

Children growing up in an environment without boundaries, structure, or an understanding of responsible behavior appear to have no guilt in violating the rights of others. Living in such an unstable family setting does not afford them the opportunity of a secure environment nor the experience of caring relationships with significant adults.

These disadvantages coupled with inconsistent autocratic discipline destroy their innate self-worth causing the cyclical effect of: misdeeds, punishment, and apparent rejection by adults leading to further misdeeds, etc. This cycle can be broken only by the affective influence of the "significant other". In a group home setting, this person usually is the primary caretaker. Due to the complexity of the problems presented by these children, it is vital to the well-being of the child, that Staff working in the capacity of surrogate parent receive adequate parent training for their role.

It was the purpose of this study to illustrate, in contrast to the autocratic system of parenting, a democratic system of parenting which bases its foundation on the values of equality and mutual respect. The commitment of training Staff in parenting skills based on the democratic model is the function of the Administrator who is also the writer of this practicum. To fully understand the degree of control this writer has over the initiation of staff training and implementation of therapeutic programming, it is necessary to summarize the role and responsibilities of the Administrator.

The Administrative duties encompass the development, coordination, and implementation of all programming within the group home, including fiscal management, staff evaluation, and supervision. The Administrator must assure that the agency is in compliance with all licensing

standards and certification requirements. Direct supervision of the facility's social worker in admissions, case planning, and discharge of children is also an integral part of this person's role. The Administrator hires candidates for jobs and selects staff volunteers. In addition to directly supervising child care staff, this person must oversee maintenance and food management personnel.

This is not an exhaustive list of the Administrator's role, but presents only the highlights necessary to an understanding of the writer's relationships within the facility. All decision making necessary for the daily management of the facility is inherent to the Administrator's job, even though this person is ultimately responsible to the Agency's Executive Director. Such an overview illustrates that the Administrator has the authority necessary to implement this practicum.

Chapter 2

STUDY OF THE PROBLEM

Problem Definition

Children admitted to the group home are generally accustomed to lax, unstructured, family situations where consequences received for their actions are inconsistent. At one time a child's inappropriate action may not provoke an adult reaction, while the same action repeated at another time may result in a violent punishment. This inconsistency destroys communication between parent and child. It leads the children to feel that they have no control over the external environment, therefore, in order to assert their individuality they rebel against all control. Since they perceive any limitations on their behavior as negative, a disciplinary system based on rewards and punishments will be ineffective with such children.

Staff dealing with these children found themselves in a dilemma. The autocratic system of reward and punishment was as ineffective as an overdose of attention and love. One was too punitive; the other was too lax. The inability to effect a change in a child's behavior was a real source of discouragement for Staff who spent the bulk of their day

interacting with the children. Intuitively, the children perceived these negative attitudes of adults. Their self esteem thus became even lower and the cycle of continued negative reactions on the part of both adults and children continued. Staff perpetuated the spiral of continual conflict by reinforcing the feelings and behaviors that the children were accustomed to in the home environment. If the Staff person's tone of voice and body language denoted anger, the child would use stubborn resolution as a defense. Reinforced negative reactions impeded the child from learning the reality of the consequences which flowed from his/her actions. The child's listening skills were deafened, leading to further alienation from the adult, and filling the child with an insatiable desire to resist any adult intervention. Retaliation and control became the behavioral weapons used by the child as a defense against further adult authority, which was perceived as threatening (Dreikurs & Cassel 1972).

Dinkmeyer & McKay (1989) stated that children display four goals of misbehavior: attention, power, revenge, and display of inadequacy. Without an understanding of these mistaken goals, Staff became frustrated by children's rejection of authority, and they easily lost their objectivity when analyzing problem situations. As disciplinary situations arose, Staff found themselves unable to separate personal emotions from conflict situations. Determining who had lost control, they or the

child, became difficult if the children's mistaken goals were misunderstood. This problem was often compounded when Staff communicated nonverbal labels through body language. The more alienated children became, the more likely it was that their negative attitudes would be copied by unstable peers. Fearful of losing control of the group, an unskilled Staff person would either: penalize the entire group for deviant behavior displayed by two or three children, manipulate the group by offering rewards for good behavior, or avoid confronting the problem altogether.

Evidence of the Problem

Since the problem was attitudinal, measuring results with objectivity was difficult. The only two forms of measurement were self-evaluation and behavioral observation. Child Care Staff were asked to fill out the Staff evaluation questionnaire forms. The Administrator also rated each Child Care Worker using the same survey questions by basing the ratings on personal observations of their work. The Staff evaluation questionnaire (Appendix A) contained statements based on the following parenting skills: interpersonal relationships, effective listening, personal/professional growth, and mutual respect. Six Child Care Workers rated themselves based on the four following levels: needs improvement, improving, satisfactory, and efficient performance. Figure 1

FIGURE 1

OVERALL RESULTS OF STAFF QUESTIONNAIRE

KEY: Self Evaluation of 6 Workers _____

Administrator's Evaluation ------

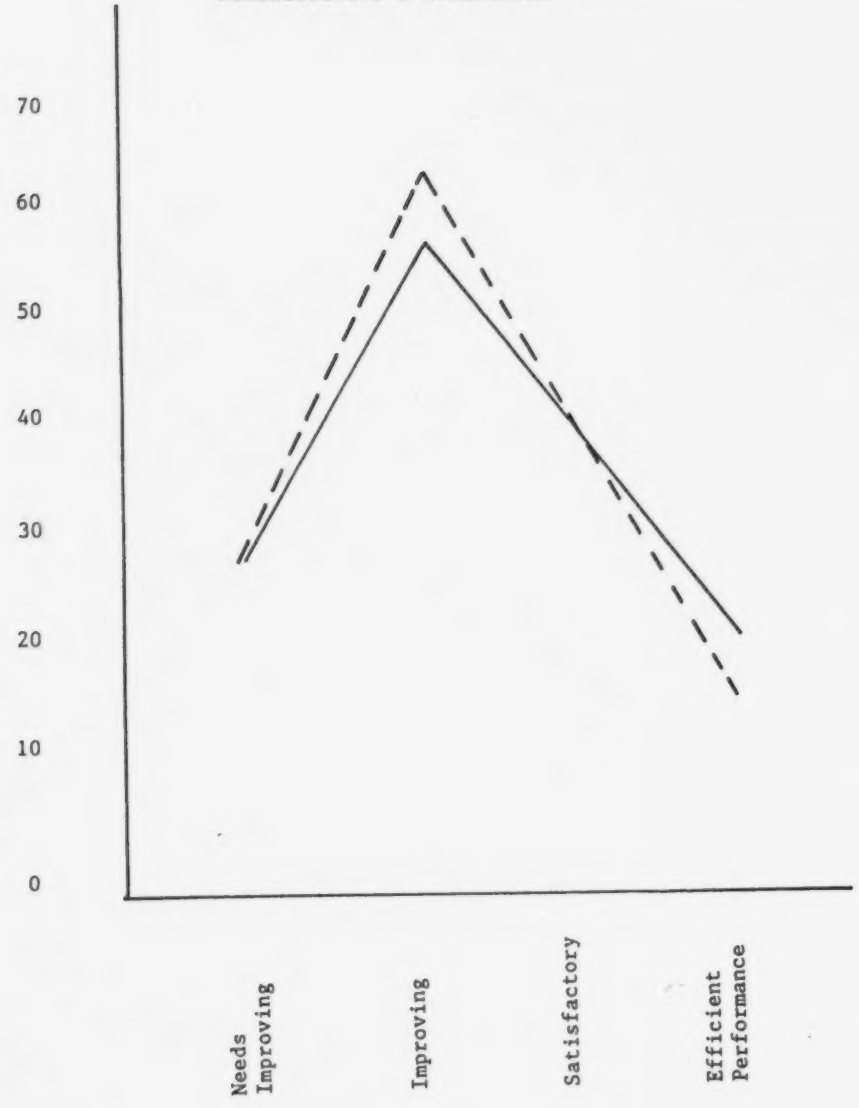
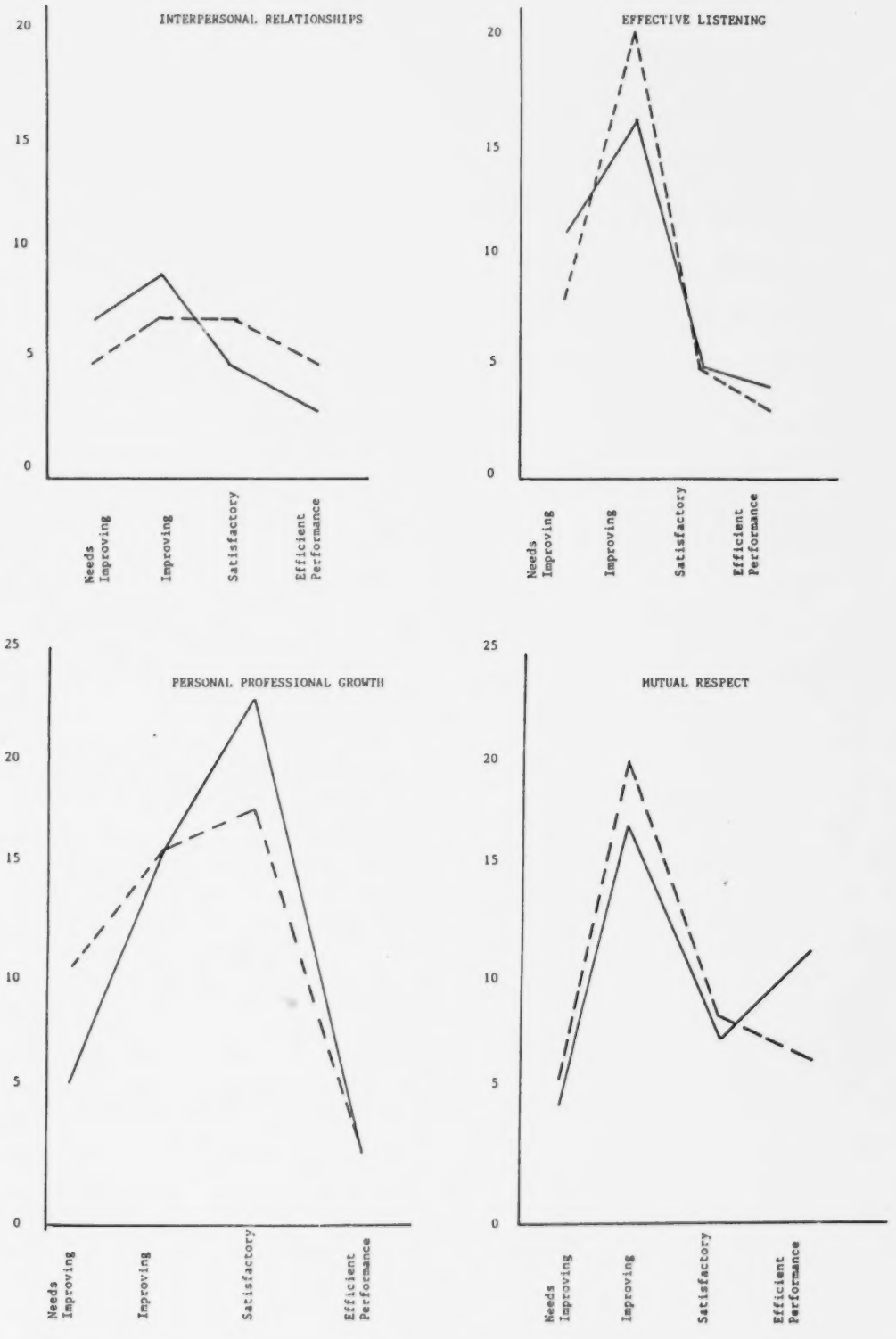


FIGURE 2

KEY: Self Evaluation of 6 Workers ——

Administrator's Evaluation ------



illustrates the overall results of the Staff questionnaire. A close correlation existed between the Staff members' individual self-evaluations and the Administrator's evaluations of their performance. This was also an indicator of the validity of the instrument.

For further analysis, responses to the Staff questionnaire were broken down into the four specific parenting skills which were being measured. The individual graphs of each skill reveal specific results. (See Figure 2). An analysis of the four parenting skills revealed that most responses fell in the improving category, except in the skill of personal/professional growth where most responses were satisfactory.

The skill of interpersonal relationships showed no significant differences between the Staffs' perceptions and the Administrator's observations. In the skill of effective listening, the Administrator rated more Child Care Workers in the improving category than they rated themselves. The most significant differences appeared between the Administrator's and the Staffs' views in the skill of personal and professional growth. In the skill of mutual respect, more Staff perceived themselves as efficient performers than did the Administrator. The Staff questionnaire and the Administrator's observations served to illustrate the problem from the adults' perspective.

To document the problem from the children's perspective, two further instruments were used. The first

was the children's complete-a-sentence attitude survey. Responses were graded as positive, negative, or neutral on the ten question survey, which was administered to twenty children. Table 1 shows the stem sentences and the cumulative positive (+), negative (-), and neutral (*) responses to each.

Table 1

Children's Attitude Survey Results

Stem Sentences	+	-	*
I don't think the Staff is listening when...	0	14	6
The Staff think that I am...	13	3	4
I get upset when the Staff...	0	17	3
The Staff does not think that I...	0	15	5
When I say an adult yells I mean...	0	15	5
The Staff listens to me when...	8	11	1
The Staff...	13	1	6
When someone aggravates me, a solution ...	15	4	1
I don't listen when...	2	13	5
I wish the Staff would let me...	0	18	2
Totals	51	111	38

The responses from the Children's Attitude Survey, which was orally administered, showed the children's perception of the Child Care Workers' attitudes of mutual respect and effective listening. (See Table 1) The high degree of negative reponses indicated that the children had a low perception of the Staff's (adults') listening skills.

The second measurement from the children's perspective was an examination of the children's behavior log books. Examining the number of times that six negative behaviors were reported to have been demonstrated by twenty children over the five week period from November 16 - December 21, 1988, revealed the results indicated in Table 2.

Table 2

Recorded Negative Behavioral Incidents
November 16-December 21, 1988
Based on 20 Children

Negative Behaviors	Recorded Numbers of Occurrence
1. threatening gestures or words	48
2. pushes, scratches, pinches	51
3. kicks, strikes, slaps	35
4. bites others/self, violent to others	9
5. hostile toward authority	16
6. tantrums, screams, kicks, stomps, uses obscene language, throws objects	29
Total	188

The high total of negative recorded behaviors was actually an underestimation of total occurrences because each recorded occurrence meant that the behavior occurred at least once during that week, yet it may have occurred several times. Negative behaviors proceed from many motives; however, a recurring pattern such as was evidenced here indicated that the children in general had negative self images. They also had a negative attitude toward external control of any kind.

Analysis of Causes

Study of the problem and examination of the evidence, revealed that there were three basic underlying reasons why this problem existed. The reasons were: 1. frequent Staff turnover resulting in insufficiently trained Staff, 2. various fears of Staff members, and 3. multiple societal and familial reinforcements of the children's negative self images. Each of these reasons was analyzed individually.

Children living in this group home have been exposed to unstable home situations. It has been difficult for them to establish lasting bonds with the adults in their lives. When such bonds have been established, they are frequently of short duration due to a dysfunctional home setting or numerous moves from foster home to foster home. They are thus hesitant to establish new relationships, having too often experienced the pain of separation. Developing a good relationship, therefore, takes more time with these

children than it would with most children. The Facility's frequent Staff turnover reinforced the concept that relationships were of short duration and impeded the development of trust between children and Staff. Evidenced from the majority of negative responses on the children's attitude survey (See Table 1), it appeared that essential bonding between Staff and children had, in a number of cases, failed to take place.

Child Care Staff, concerned about the lack of bonding, realized they could not aid children in changing their behaviors unless the children perceived them as loving and nonthreatening. They saw themselves faced with the perplexing problem of being baited by the children's misbehaviors. Rather than responding in a way that helped the child extinguish the misbehavior, they found themselves feeding into and reinforcing the misbehavior. The result was a strain on the child/Staff relationship. Child Care Staff had also expressed their concern with continual Staff turnover which threatened the therapeutic model implemented by the Facility. Persons were joining the Staff with different ideas of parenting. The result of not using a unified method of parenting gave children mixed signals and encouraged them to take advantage of the lack of unity among Staff. They used the situation as an opportunity to manipulate Staff against Staff or Staff against children. Inexperienced Child Care Workers, unaware of the effects of inconsistencies in parenting, tended to blame the children

rather than themselves for the chaos.

Situations of the above nature bred fears which the Child Care Workers themselves expressed during supervision. Predominant among the fears was that of personal failure. Child Care Workers felt inadequate with the child whose continual disruptive behaviors appeared to escalate each time correction was applied to the misbehavior. Seeing no apparent emotional and social growth on the part of the child, the Workers began to perceive themselves as personally ineffective. Instead of keeping an objective outlook, and focusing on channeling the child's energies toward constructive solutions, the Workers allowed feelings to cloud their perspective. That this was indeed a problem was evident from the analysis of the Staff questionnaire (See Appendix A). Five out of six Child Care Workers rated themselves below satisfactory in their ability "to separate negative emotions from objective disciplinary actions." The Administrator rated all six below satisfactory on this ability. These negative emotions were communicated either verbally or nonverbally to the children with the result that the children lost even more self esteem and developed a defensive attitude.

Child Care Staff, as a whole, were aware of the complexity of problems which have contributed to the children's present defensive attitudes, yet awareness of the problems alone was not sufficient. Staff were not sufficiently aiding children to improve their self esteem.

Negative self images, stemming from the various kinds of abuse and its lingering symptoms, which these children have suffered since birth, have prevented them from developing significant relationships. The children's numerous misbehaviors (See Table 2) indicated an inability to sense their own unique human dignity. If children see nothing worthwhile in themselves, they seldom see anything of value in others. Their misbehavior is not only a way of trying to find what is lacking in themselves, but is also an attempt to achieve some form of acceptance. The most fundamental problem with children who have no sense of personal self-worth, is that they do not have an interior locus of control. They are accustomed to no discipline beyond external control. Such external discipline does not effect a lasting change, because it does not change attitudes. Children, lacking the assistance of well-trained adults who were able to perceive the motives of misbehaviors and redirect the children towards constructive choices, were not being adequately prepared to re-enter the family system.

Relationship of the Problem to the Literature

The literature cited the employment of an authoritarian manner of discipline as prevalent within many settings. Its ineffectiveness with children who had poor self esteem, appears to be a common problem. Child/parent relationships in numerous families are characterized by sets of external

rules to which children are expected to immediately comply, leaving them no opportunity to develop their ability to make appropriate choices ("Ideas That Work With Young Children," 1988). I.J. Gordon (1976) also found that parents frequently talk "to children" rather than "with children," and never bother to notice whether children are responsive or not.

Day Care Centers are another setting in which methods of autocratic discipline tend to re-inforce children's negative self images. Clewett (1988) criticized day care workers for limiting children's choices. Children had to either obey a specific rule or accept a particular consequence. The day care workers were more concerned with external compliance and convenience. Helping children to establish an interior locus of control was not of paramount importance.

Schools are a third setting which reproduce the autocratic model. Studying teachers' methods of dealing with aggressive children, Brophy and Rohrkemper (1987) found that lower rated teachers are unwilling to communicate with students about a problem. Instead, they shifted the responsibility of the child's misbehaviors to the parents or principal. Whether such an approach was due to lack of concern, fear, or apathy, the absence of teacher involvement was not conducive to the development of positive student attitudes or behavioral improvement. The research of Juliebo and Elliott (1984) revealed the

devastating effect of negative labels attached to children by their teachers. It actually caused educational delays, poor social development, and low self esteem. Any autocratic method of discipline places a good or bad label on children according to their level of external compliance.

The problem is likewise prevalent in juvenile detention centers. Branca (1987), first assessed the problem in this work setting as poor communication skills between staff and clients. Branca attributed this problem to verbal aggression of adults and their authoritative manner toward the detainees. Interactions of this nature served to instigate rather than placate detainees, producing anger and negative behaviors.

In other group homes, lack of adult/ child communication has similarly unfortunate results. Timm (1980) speculated that the lower moral reasoning scores attributed to group home children may be partly accounted for by the general lack of democratic decision-making opportunities available to these children.

In a survey of 370 dependent children, Bush (1980) found that children in institutions felt less loved, supported and trusted than children in any other form of care. Many reasons contribute to the poor self esteem of institutionalized children, yet it appears that primary among them, is the autocratic methods of discipline developed in many of these institutions to promote efficency.

Chapter 3

GOAL AND OBJECTIVES

The goal of this practicum was to develop and implement democratic parent training suitable to the group home setting. Intensive Staff education over a period of six weeks was the primary medium for attempting to develop more positive Staff attitudes and parenting skills. Children also participated in the education process during weekly meetings which were called "family meetings" (Dinkmeyer & McKay, 1989). This democratic method affirmed the unique human dignity of each child, and thus contributed to the development of self esteem.

Practicum objectives during the implementation period included:

1. Five out of six Child Care Workers will show an increase in positive responses as measured by the Staff Questionnaire (Appendix A).
2. Five out of six Child Care Workers will show an increase in positive responses as measured by the Weekly Self Evaluation of Democratic Parenting Skills, measuring from the first to to the tenth week of the implementation (Appendix B).
3. Fifteen out of twenty children will show an

increase in positive responses as measured by the Children's Attitude Survey about the Staff, the group home setting, and their self esteem (Appendix C).

4. Five out of six cumulative negative behaviors will decline as recorded in the children's behavior logs measuring from the first to the tenth week of implementation.

Evaluation Methods

As indicated in the objectives, the four instruments which were used to measure the effectiveness of the implementation were: the Staff Questionnaire, the Weekly Self Evaluation of Democratic Parenting Skills, the Children's Attitude Survey, and the Children's Behavior Logs. The purpose and significance of each instrument was therefore analyzed.

The contents of the Staff Questionnaire (Appendix A) reflected one's ability to empathize with children, as well as one's ability to interact effectively with professional colleagues. The purpose of the overall evaluation was to enhance the individual Child Care Worker's self awareness both on a personal and a professional level. This evaluation reflected not only the strengths of the Child Care Worker, but also identified those areas that were in need of further improvement.

After each Staff training session in parenting skills,

Staff worked at improving their communication and interpersonal relationships with the children. They then evaluated their own progress through the use of the Weekly Self-Evaluation of Democratic Parenting Skills (Appendix B).

Toward the end of the ninth week of implementation, the Children's Attitude Survey (Appendix C) was re-administered and responses were compared with those of the original Survey, which was given during the proposal stages of the practicum.

During the entire implementation period, the negative behavioral incidents recorded in the children's behavior logs were tallied weekly to see if a successive decline in negative behaviors was occurring.

Chapter 4

SOLUTION STRATEGIES

Information Collection

Considering the rapid changes our society has undergone in the past few decades, with an increasing emphasis on human rights and equality, it is not surprising that traditional autocratic methods of discipline are becoming more and more ineffective. Dreikurs and Cassel (1972) attributed the breakdown of authority to the ever increasing influence of democracy. It is not democracy itself that has caused this rebellion, but rather society's misunderstanding of the term. In our society, the concept of democracy is conveyed as freedom. Some misinterpret freedom to mean doing what one wants, without restriction, even if it infringes on the rights of others. Today's media has taught children and youth that they have rights. Yet without the proper guidance children grow up understanding freedom and license as interchangeable words. What is lacking in their training is an understanding of true democracy which Dreikurs and Grey (1968) identified as the recognition of each person's unique human dignity and the rights that flow from this dignity.

Teaching our children to live in a decision-making society means teaching them that responsibility is inherent in every right. This concept must be balanced by an understanding of the natural and logical consequences which flow from the violation of another's rights (Dreikurs & McKay, 1989). Adults, however, cannot convey to children a sense of authentic democracy, unless they are willing to respect the rights of the child by learning to listen with compassion (Branca, 1987).

Although today's American society is steeped in a movement toward democracy (Dreikurs & Cassel, 1972), two extreme philosophies of parenting have prevailed in opposition to this development. Either adults attempt to enforce tighter autocratic controls or they believe in a laissez-faire concept of child rearing. The reasons why both of these views are erroneous was briefly analyzed.

Those adults who believe in solving discipline problems through physical or verbal punishments are many. According to Judge William McAnulty (1980-quoted in Foster Care, Part 3), in America there are still many parenting methods which include violence and even assault. Even on the political scene, the idealization of punitive, autocratic systems of discipline still lingers. This is evidenced in some States by the defeat of proposed legislation on anti-corporal punishment of children. Poulsen (1989) pointed out the lack of legislation concerning the protection of children, but also believes that legislation is not the answer.

Instead, society must work toward raising the level of consciousness among parents, educators, and caretakers regarding the negative effects of punitive discipline.

Equally in error are those adults who believe that allowing children to do whatever they want will be to the benefit of the child. According to Merrill (1985), this problem is evident in day care situations where some children come to day care not expecting any limits to be set on their behavior. This type of laissez-faire discipline is sometimes falsely labeled as democratic. This confusion of ideologies is shown in the writings of Ames (1981) who bemoaned the democratic manner of teaching as a breakdown of authority. It is quite evident that writers like Ames do not view democracy in the light of "responsible choices", but rather in terms of permissiveness.

Various systems of parenting and treatment modalities have been developed in recent years in an attempt to achieve the genuine mean between strict external control and no control at all. Examining these systems in the light of the group home setting required that the primary needs of the children be kept in mind. At the same time, the system chosen had to be formative for Staff. To Shulman (1982), this means that continual feedback should be provided to the workers enabling them to increase their strengths and gradually eliminate their weaknesses.

The systems of discipline examined to determine the

different facets that could be successfully implemented in the group home setting were: 1. Guided Group Interaction: Positive Peer Culture, 2. Assertive Discipline, and 3. Systematic Training for Effective Parenting (STEP). The relative merits of each as applied to the group home setting were analyzed.

Guided Group Interaction: Positive Peer Culture was the therapeutic modality selected for its treatment methods of deviant behavior. Four assumptions from the Positive Peer Culture, as commented on by Harstad (1976) are as follows:

* The peer group influence is the primary medium for change.
* The attitudinal component is a major factor that makes the approach a success.
* The assertive confrontation of individuals by the group is primary to the treatment.
* Caring and helping are natural responses of human nature.

The above assumptions are integrated into the approach taken by the guiding adult. The general composition of Positive Peer Culture has been found to be most effective with fairly sophisticated delinquent youth in small homogenous groupings. These factors made this treatment modality basically incongruous with this group home population; however, certain aspects of the group dynamics might be beneficially applied to this setting.

The second system of discipline researched by this

writer was Assertive Discipline. Although to many parents "discipline" implies physical punishment, Canter and Canter (1982) rejected this definition. In the system of parenting which they have developed, "discipline" is viewed as a form of correction which guides children to make better decisions. Parenting according to Assertive Discipline demands that parents take charge of their children's lives by developing a structured system whereby children will be re-inforced for their good actions and will lose particular privileges by their negative actions. McCormack (1987) pointed out that Assertive Discipline has been very widely promulgated, yet only 11 research projects have actually attempted to measure its effectiveness. Barrett (1985), while admitting the lack of extensive research of this system, claimed that the studies which have been done prove it to be an effective means of managing behavior. Yet managing behavior is not sufficient in the group home setting where children in general lack both self esteem and an interior locus of control. The system of Assertive Discipline might suffice to change behavior temporarily, but its external method of control would not effect the necessary attitude change that precludes permanent behavior change. In addition, using praise as a means of re-inforcement, which is a particular characteristic of this system, may actually lower children's self esteem and hinder their ability to choose for themselves (Hitz & Driscoll, 1988). One particular

aspect of the system which was considered pertinent to the group home setting was the emphasis on developing a recognition that no one has the right to infringe on another person's rights.

Dinkmeyer and McKay's (1989) Sytematic Training for Effective Parenting, the third system studied by this writer, presents an approach to parenting which integrates the rights of parents and the rights of children. Emphasis is on mutual respect as the basis for the development of the child's self esteem. The authors believe that both parent and child grow in the process of parenting. Critical to success is developing the ability to listen attentively. In this way conflict situations can become a tool for learning and be brought to resolution in a mutually rewarding way. Dinkmeyer and McKay's goal was to present a system which will effect the development of responsible citizens for the future. Vital to this goal is teaching children the technique of thinking things through to completion so that the child becomes aware of the natural and logical consequences flowing from his actions. Of the three systems analyzed, STEP was the one most apropos to the unique needs of the group home because it provided a means for teaching Staff how to listen effectively and for helping children to establish an interior locus of control.

Several adaptations had to be made to the STEP model to adjust it to the group home population. This is due to the

fact that most of the children in this group home suffer psychological damage stemming from the emotional abuse of alcoholic parents or from sexual abuse. Any system of training in Staff parenting, which does not include education on the relation of children's current behaviors to the abuse they have suffered in the past, would not be successful. For this reason the writer researched the influence of abuse on children's behaviors.

According to Ackerman (1983), the behavior of the children of alcoholics is strongly influenced by the emotional abuse which they have suffered in the home situation. This abuse may cause them to be argumentative, to have difficulty forming relationships, to feel alienated, and to have low self esteem. These children need the guidance of adults who understand how distorted relationships of the past are influencing the children's current motivations.

Another type of abuse which has negatively influenced the motives of children in the group home setting is sexual abuse. The many side effects of the sexual abuse of young children include hindrance of their ability to form healthy relationships, feelings of separation and alienation, denial, repression, low self esteem, lower levels of cognitive development, and sometimes an ego-centric belief that they are responsible for what happened (Damon, Todd, & MacFarlane, 1987). An understanding of the process of these emotional side effects was developed as part of the

Staff training.

Many of the group home children are developmentally delayed as a result of the various forms of abuse which they have suffered. According to Blackhurst and Berdine (1981), unless adults have an understanding of the stages of normal human development, they will not be able to effectively influence children who are developmentally delayed. For this reason education on the normal levels of human development was incorporated into the Staff training.

Solution Strategy

Considering the literature in conformity with the specific needs of this group home setting revealed that the system of parenting most oriented towards the goal of the practicum was STEP (Dinkmeyer & McKay, 1989). It was the intention of the writer to adapt this system, along with successful aspects of other systems, into a program of Staff training. Emphasis was placed on: constructive use of peer group pressure (Harstad, 1976), development of better Staff listening skills (Branca, 1987), and communication of respect for others' rights (Canter & Canter, 1982). In telephone interviews with representatives of three group homes similar in size and age population to this one, the writer discovered that using an eclectic approach to discipline, which incorporates positive aspects of several modalities, is emphasized in all three homes. Ideas derived from

interviewing these other group home professionals were incorporated into the solution strategy where feasible.

Interviewing a professional from one group home revealed that Staff training is considered so important to the success of the program that Staff are evaluated by a check list of 40 different skills before they are accepted. (S.Johnson, personal communication, August 9, 1989). Perceiving the importance of Staff training led this writer to direct the principal focus of the solution strategy toward the development of the content of the weekly Staff training in parenting skills. The secondary focus of the strategy was on the weekly meetings with the children. For this reason the content of the Staff training was developed first, followed by the content of the meetings with the children which were termed "family meetings" (Dinkmeyer & McKay, 1989).

Staff training began with a sequential study of normal human development. Blackhurst & Berdine, (1981). identified the seven areas of child development as:

1. Gross motor development
2. Fine motor development
3. Perceptual development
4. Conceptual development
5. Social-emotional development
6. Communication
7. Self-help.

The above phases were coalesced into a training session

educating Staff to identify the differences between normal growth and developmental delays. This study of growth and development coupled with each child's history aided in the identification of the child's motivations and promoted an effective response to their behavior. Two of the professionals interviewed also placed emphasis on studying the child's history. In one of these homes, the treatment plan included identification of three strengths and three weaknesses based on the past and present history of each child for the purpose of focusing on strengths and eliminating weaknesses (D. Scanlin, personal communication, August 9, 1989). In the second group home each child care worker is responsible for studying and presenting the history and circumstances of a particular child at a Staff meeting (C. Center, personal communication, August 9, 1989). Particular aspects of the child's history which need to be studied include the presence of alcoholic family members and the crime or alleged crime of sexual abuse,so that the damage that has been done to their emotional or psychic makeup may be included in the analysis of their misbehaviors.

Children of alcoholics tend to exhibit particular patterns of behavior which will have an impact on the group dynamics in the group home. They will take on a role similar to that displayed in their dysfunctional family. Interpreting how the personal world and perceptions of children of alcoholics influences their behavior is

essential to an understanding of their underlying motivations (Ackerman, 1983).

Children who have suffered from sexual abuse also exhibit certain patterns of behavior which Staff needed training to perceive. This type of abuse may lead to secret-keeping and avoidance which children generalize into other interpersonal relationships. Recognition of blame, denial, and repression as primary defenses of the sexually abused child is invaluable information for direct care Staff. Staff training also focused on appropriate nurturance of these children who frequently suffer from feelings of separation and abandonment, as well as anger towards the perpetrator (Damon et. al., 1987).

After building a foundation through drug and alcohol abuse education and its impact on the child's motivations, the four typical goals of misbehavior which Dreikurs and Cassel (1972) identified as: Attention getting, Power, Revenge, and Display of inadequacy, were discussed. Training Staff to identify the motives behind children's misbehaviors was the first step in helping them constructively deal with problem situations (Dreikurs & Soltz, 1964).

Subsequent sessions of Staff training adapted the following general aspects of Dinkmeyer and McKay's (1989) STEP model to the group home setting:

* developing empathetic listening skills
* identifying goals of misbehavior

* viewing misbehaviors as opportunities to teach
* encouraging effort and improvement instead of praising end results
* focusing on children's assets and strengths
* using logical consequences instead of punishment.
* facilitating meetings with the children

The amount of time spent teaching these skills depended on the individual needs of Staff members. In developing some of these points, information derived from the review of the literature was incorporated. For example, to illustrate the importance of empathetic listening, the successful implementation of this skill in a juvenile detention center by Branca (1987) was cited.

The second major focus of the solution strategy was the family meetings with the children. The principal purpose of these meetings was to allow the children participation in the decision making process. They were encouraged to decide the agenda issues for the meetings. The group held each member responsible for recognizing the human worth and dignity of every other member. The level of tolerance was thus raised among the children as they began to learn the principles of authentic democracy and respect for the rights of others (Dinkmeyer & McKay, 1989).

Aspects of other successful modalities were also incorporated into the design of the family meetings. Examples of these included: learning not to infringe on the rights of others (Canter & Canter, 1982), and holding

individuals responsible for their behavior (Harstad, 1976). The above two goals compelled the child, through the influence of the group, to leave the ego-centric world and achieve a higher level of social consciousness.

Implementation Plan

This writer began the implementation process by developing a training program for Staff in effective parenting skills based on the literature and interviews with other professionals from residential facilities. Having collected data on current methods and types of Staff training, and on the development of individual treatment plans for each child, the Administrator incorporated that which was relevant into the weekly Staff training sessions.The preparation and implementation of the training sessions and the collection of data to monitor their effectiveness was spread over a ten week period. Data was derived from:

* Staff impressions of the weekly training sessions,
* Staff completion of the Weekly Self Evaluation of Democratic Parenting Skills,
* Weekly meetings with the children.

Ongoing analysis of the Weekly Self Evaluation of Democratic Parenting Skills was an effective means of monitoring Staff progress and supervising further development. Progress of the children was monitored

through weekly study of the Behavior Observation Log Books.

At the end of the implementation period, the Staff Questionnaire and the Children's Attitude Survey were re-administered, and the results were compiled to determine changes in both Staff and children. This information was used for ongoing feedback by engaging the Child Care Worker in the self evaluation process, thus enabling the Supervisor to objectively discuss and appraise the performance of individual Staff members. During the ten weeks of implementation, a daily log was kept to account for any unforeseen complications.

Calendar Plan

June, 1989

Week 1: - Researched ERIC at Library.
- Wrote Summary for computer search.
- Sent Computer Search to NOVA.

Week 2: - Discussed problematic situations in the facility with the Staff.
- Began manual search of books and journals in preparation for proposal.

Week 3: - Extracted information from books and articles onto note cards.

Week 4: - Reviewed Client Case records.
- Developed Staff Questionnaire.

- Developed Children's Attitude Survey.

July, 1989

Week 1: - Developed Weekly Self Evaluation of Democratic Parenting Skills.
- Researched through Children's Behavior Observation Log Books from November, 1988 through June, 1989 for facts that would give definite clues to the problem situation.

Week 2: - Administered Staff Questionnaire.
- Taught Volunteer to administer Children's Attitude Survey.
- Began the writing of Chapter One.

Week 3: - Administered Children's Attitude Survey through a Volunteer.
- Developed Graphs from information on Staff Questionnaire.
- Began writing of Chapters Two and Three.

Week 4: - Developed Tables from information on Children's Attitude Survey and information extracted from Children's Behavior Observation Logs.

August, 1989

Week 1: - Submitted Chapters One through Three.

- Studied available options from the literature.
- Began the writing of Chapter Four.

Week 2:
- Submitted corrections on Chapters One through Three.
- Drafted questions for telephone interviews.
- Interviewed Directors of other facilities by telephone to discuss treatment modalities and Staff training.

Week 3:
- Submitted Chapter Four.

Week 4:
- Prepared Staff training sessions.
- Prepared Staff for family meetings.
- Held first family meeting.

Week 5:
- Continued preparation of Staff training sessions.
- Held second family meeting.

September, 1989

Week 1:
- Continued preparation of Staff training sessions.
- Held third family meeting.
- Began tally of negative behaviors from Children's Behavior Observation Log Books.
- Administered first Weekly Self Evaluation of Democratic Parenting Skills.

Week 2:
- Continued preparation of Staff training sessions.
- Held fourth family meeting.
- Continued tally of negative behaviors.
- Administered second Weekly Self Evaluation of

Democratic Parenting Skills.

Week 3: - Held first Staff training session on "Human Development."
- Held fifth family meeting.
- Continued tally of negative behaviors.
- Administered third Weekly Self Evaluation of Democratic Parenting Skills.

Week 4: - Held second Staff training session on "Children of Alcoholics."
- Held sixth family meeting.
- Continued tally of negative behaviors.
- Administered fourth Weekly Self Evaluation of Democratic Parenting Skills.

October, 1989

Week 1: - Held third Staff training session on "The Effects of Sexual Abuse."
- Held seventh family meeting.
- Continued tally of negative behaviors.
- Administered fifth Weekly Self Evaluation of Democratic Parenting Skills.

Week 2: - Held fourth Staff training session on "The Motivations of Misbehavior."
- Held eighth family meeting.
- Continued tally of negative behaviors.
- Administered sixth Weekly Self Evaluation of

Democratic Parenting Skills.

Week 3: - Held fifth Staff training session on "Communicating Effectively With Children."
- Held ninth family meeting.
- Continued tally of negative behaviors.
- Administered seventh Weekly Self Evaluation of Democratic Parenting Skills.

Week 4: - Held sixth Staff training session on "Developing a More Concise Understanding of Self and Child as a Foundation for the Overall Improvement of Group Home Interactions."
- Held tenth family meeting.
- Continued tally of negative behaviors.
- Administered eighth Weekly Self Evaluation of Democratic Parenting Skills.
- Readministered Staff Questionnaire.
- Readministered Children's Attitude Survey.

November, 1989

Week 1: - Began compiling objective results of the implementation.
- Held eleventh family meeting.
- Continued tally of negative behaviors.
- Administered ninth Weekly Self Evaluation of Democratic Parenting Skills.

Week 2: - Held twelfth family meeting.

- Completed tally of negative behaviors
- Administered tenth Weekly Self Evaluation of Democratic Parenting Skills.
- Developed Graphs from information on Staff Questionnaire.
- Developed Tables from information on Children's Attitude Survey and information extracted from Children's Behavior Observation Logs.
- Finished compiling objective results.
- Wrote Chapter Five.

Week 3:
- Held thirteenth family meeting.
- Completed final proofreading of the Practicum.

Week 4:
- Held fourteenth family meeting.
- Submitted the Final Report.

Chapter Five

RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

Staff training sessions in democratic parenting skills and weekly family meetings with the children were intended to effect positive attitudinal changes in both Staff and children. Increasing Staff awareness of children's motivations and patterns of development would enable Staff to deal more objectively with disciplinary problems. Family meetings with the children would enable them to gradually rise above strictly ego-centric views. The subsequent results would be improved self esteem for both Staff and children. Staff's increased competence and empathy with the children would contribute to a decline in the children's negative behaviors.

Results:

The implementation period covered a total of ten weeks beginning on August 21, 1989 and continuing through October 28, 1989. The original Staff Questionnaire (as discussed in Evidence of the Problem) was administered to six Child Care Workers. At the beginning of September, two of the Child Care Workers left the facility. Therefore, when the Staff Questionnaire was re-administered at the end of the

implementation period, it was given only to four Child Care Workers. It was considered that improvement in the number of positive responses by three out of four workers would be an authentic readjustment of the objective (which originally stated that there would be an improvement in the number of positive responses by five out of six Child Care Workers). Figure 3 indicates the overall individual differences between the first and the second administration of the Staff Questionnaire. Analysis of the graphs indicates that four out of four workers did in fact show an increase in positive responses. A higher level of self esteem was revealed subsequent to the training that apparently evolved from improved Staff competency and empathy in dealing with the children.

The second instrument used to gauge Staff improvement was the Weekly Self Evaluation of Democratic Parenting Skills. An increase in the number of positive responses by three out of four workers was considered an authentic re-adjustment of the second objective (which originally had been that five out of six workers would show an increase). Table 3 contrasts the workers' evaluation of their parenting skills after the first week of implementation with their evaluation after the tenth week. By the tenth week, three out of four Staff members began to perceive themselves to be more consistently applying ten out of twelve democratic parenting skills being evaluated. This progress was attributed to new knowledge obtained through

FIGURE 3

OVERALL RESULTS OF STAFF QUESTIONNAIRE
EVALUATION OF 4 CHILD CARE WORKERS
KEY: PRELIMINARY EVALUATION ____
POST EVALUATION -----

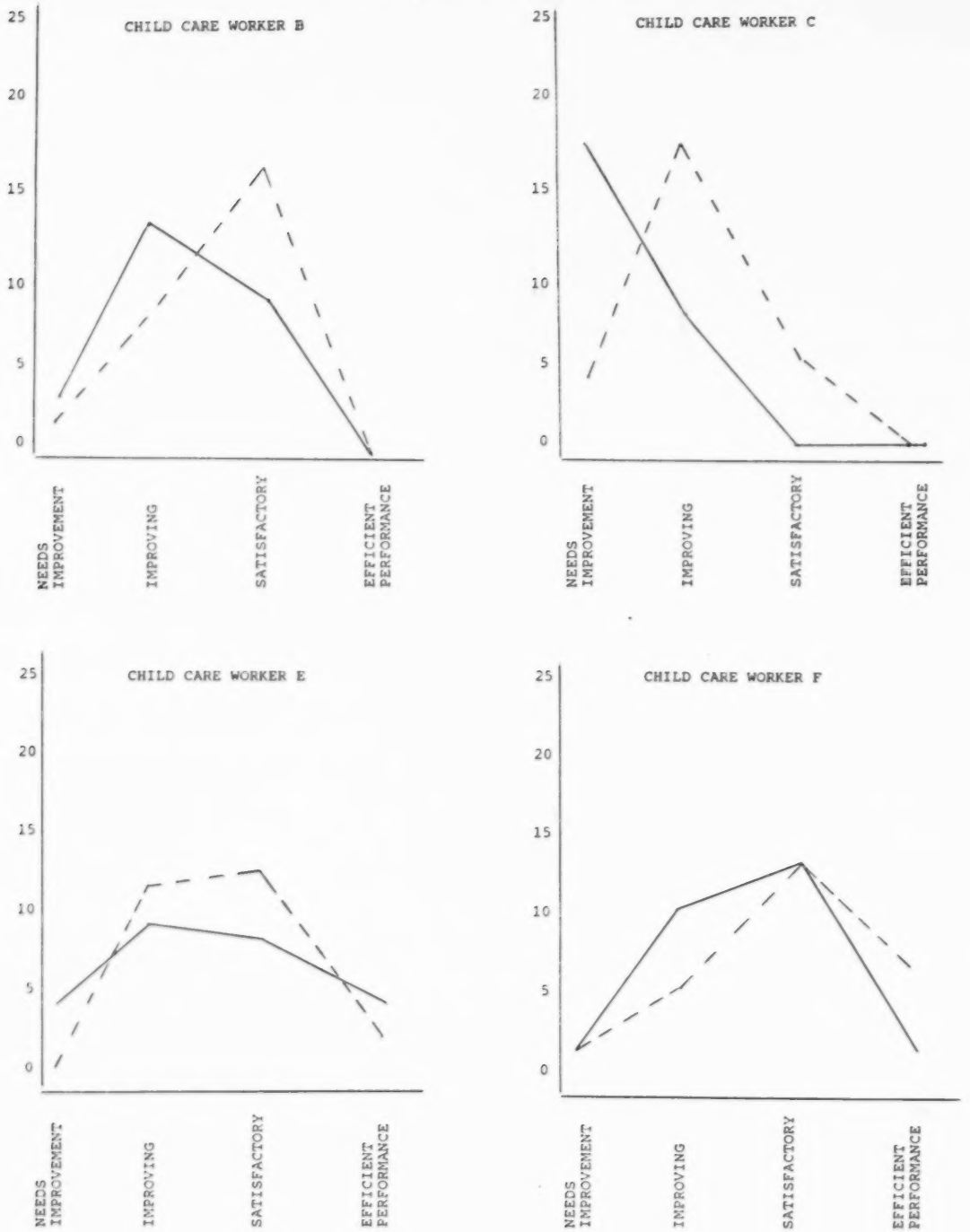


Table 3

Comparison of the First With The Tenth Weekly Self Evaluation of Democratic Parenting Skills of the four Child Care Workers.

Key: NI (Need Improving) I (Improving)
S (Satisfactory) EP (Efficient Performance)

CHILD CARE WORKER	Week 1 B	Week 10 B	Week 1 C	Week 10 C	Week 1 E	Week 10 E	Week 1 F	Week 10 F
viewing situations objectively...	NI	S	I	I	I	S	NI	S
seeing child's perspective...	NI	I	NI	I	NI	I	I	S
listening without prejudice...	NI	S	NI	NI	NI	S	NI	S
listening without interrupting...	NI	S	I	S	S	S	NI	S
listening with compassion...	NI	NI	NI	NI	I	I	I	S
trying to be consistent...	I	S	I	I	I	I	I	I
logical consequences...	NI	I	I	I	NI	S	I	I
giving children choices...	NI	NI	NI	NI	NI	I	I	I
encouraging work in process...	NI	S	NI	NI	NI	I	I	I
promoting mutual respect...	NI	S	NI	I	I	S	I	S
retreating from hostile situations...	NI	I	I	S	I	I	NI	EP
remaining optimistic...	NI	S	I	I	I	I	I	EP

Table 4

Comparison of Children's Attitude Survey Results

Child	Positive Responses		Negative Responses		Neutral Responses	
	First	Final	First	Final	First	Final
A	3	4	6	3	1	3
B	4	5	4	4	2	1
C	2	6	7	4	1	0
D	1	7	7	2	2	1
E	3	7	4	2	3	1
F	2	6	6	4	2	0
G	1	4	6	3	3	3
H	2	4	6	6	2	0
I	4	7	4	1	2	2
J	3	7	6	3	1	0
K	3	7	5	1	2	2
L	3	6	5	3	2	1
M	2	5	7	2	1	3
N	3	9	7	0	0	1
O	2	5	4	3	4	2
P	2	6	4	1	4	3
Totals	40	95	88	42	32	23

Table 5

Negative Recorded Incidents From the Children's Behavior Observation Log Books From The First to the Tenth Week of Implementation

Negative Behaviors	Number of Recorded Occurences									
Week:	1	2	3	4	5	6	7	8	9	10
threatening gestures or words...	7	7	10	7	7	8	7	6	3	5
pushes, scratches, pinches..	10	8	9	7	7	5	6	6	5	6
kicks, strikes, slaps..	10	8	8	6	7	5	7	7	2	4
bites others / self, violent to others.	2	0	0	1	1	1	1	0	0	0
hostile toward authority...	3	7	5	6	9	7	9	6	3	1
tantrums, screams, kicks, stomps, uses obscene language, throws objects...	9	9	8	9	9	9	8	9	5	3
Total	41	39	40	36	40	35	38	34	18	19

the training. The three Staff members who recognized an improvement claimed that the weekly evaluations helped them discover the most effective way to speak to each child. Also capsulized from discussions during training was the concept that the weekly evaluations added clarity to the focus of child/adult interactions in relation to behavior. Additionally, more energy is now applied to predicting the child's behavior and the appropriate response to that behavior than reacting to crisis. One of the four Child Care Workers stated an unawareness of self-improvement and attributed it to past conditioning of avoidance and denial when not knowing how to manage child/adult conflicts.

At the end of the implementation period the Children's Attitude Survey was re-administered and results were contrasted with the original Survey results (discussed in Evidence of the Problem). Since four of the children had left the program, improvement in the positive responses of twelve out of sixteen children was the re-adjusted third objective (The original ratio was fifteen out of twenty). Table 4 shows that the objective was met. Sixteen out of sixteen children increased in positive responses. This implied a marked improvement in the children's attitudes and in their perceptions of the Staff. This writer attributed the change in positive responses on the Children's Attitude Survey to the reframing and discussion of these questions at family meetings. The substance and outcome of discussion has helped children of dysfunctional

families learn reasonable boundaries and understand roles.

If, as the first three measurements indicated, Staff's self esteem and children's attitudes were actually improving, then a similar pattern of improvement should have been evidenced in the children's behaviors. At first examination of the Children's Behavior Observation Log Books, this did not seem to be the case. In fact, the implementation of weekly family meetings was paralleled by an immediate increase in negative behaviors. It was not until the ninth week of the implementation period that there was a measurable decline in six out of six negative behaviors. The explanation for this immediate increase in negative behaviors may be related to a pattern sometimes observed in counseling. After making significant disclosures, children commonly show an immediate increase in negative behaviors and in time, return to a state of equilibrium. Therefore, by the eighth week of the implementation negative behaviors began to level off, and finally to decline. Table 5 illustrates this pattern.

Conclusions

The four instruments used to ascertain whether the practicum goal was met indicated that there was a measurable improvement in attitude for both Staff and children accompanied by a decline in the children's negative behaviors. At the completion of the Inservice Training and ten family meetings, the writer considered

which particular aspects of the Inservice Training and the family meetings had most contributed to the achievementof the goal and objectives of this practicum. For this purpose the Inservice Training and the family meetings were separately analyzed.

Discussions with Staff regarding their impressions of the six training sessions, coupled with observations of the Child Care Workers before and after the sessions, led the writer to conclude that the marked improvement in attitudes could be attributed to their incorporation of the following six skills:

1. ability to view situations objectively
2. ability to use the technique of administering positive choices rather than applying negative consequences
3. ability to talk children through difficult situations
4. ability to eliminate threats as a means of control
5. ability to overcome fear of losing control of the group
6. ability to separate professional performance from self perception of personal worth.

It was evident that Staff improvement was achieved not only by means of the training sessions, but also during family

meetings. The enhancement of the quality of conversation between child care workers and children appears to have increased the self esteem of both parties shown by a willingness to respect one another's opinions, ideas and suggestions, no matter how insignificant or controversial.

The increase in the children's self esteem and the subsequent decline in their negative behaviors seemed to be related to the following three interpersonal skills learned during the family meetings:

1. ability to recognize the difference between out-of-control versus irresponsible peer behavior and to react accordingly,
2. ability to discern during peer confrontations whether reasoning, ignoring, or seeking Staff mediation is the most effective means of dealing with the problem,
3. ability to spontaneously affirm peers as well as constructively criticize them.

The achievement of the third skill was one of the most interesting outcomes of the practicum. The spontaneity of children affirming children, without Staff encouragement, appeared not only during family meetings but throughout the day.

Recommendations

For the purpose of maintaining the improvements in Staff and children's attitudes, the writer made the following recommendations:

1. Staff training sessions for the purpose of maintaining consistent democratic parenting skills should be designed to meet the needs of the group as it continues to develop both personally and professionally.
2. New Staff members should receive a three day orientation for the purpose of acquiring democratic parenting methods.
3. Weekly family meetings should be an ongoing part of the therapeutic program.
4. New children should be educated by Staff regarding the purpose and structure of the family meeting before initial attendance.

Follow-On

The basic goal of this practicum was to develop a method of democratic parenting which would assist the adult in changing attitudes and reactions toward disciplinary problems resulting in positive attitudinal and behavioral changes in children. Having achieved this goal, it is the writer's intent to make permanent the improvements through continued Staff training toward developing professional

performance in direct care skills. Ongoing weekly family meetings will provide a foundation for the continual application of the basic goal and principles developed during the practicum.

The writer also recently began meeting with the teachers in various local schools to discuss those aspects of the program which could be successfully applied with the intention of maintaining continuity between the child care facility and the school. Teachers viewed the concepts of the program not only as worthwhile for children in child care facilities but also for children in academic settings. In addition to group homes the concepts and content of the practicum could be applied to schools and day care facilities as well.

Future plans are in order for the expansion of the practicum program to include training for parents of the children in the facility and volunteers working directly with the children. The writer will strive to make the knowledge gained in this study available to other professionals who are interested.

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APPENDIX A

STAFF QUESTIONNAIRE

APPENDIX A

STAFF QUESTIONNAIRE

This evaluation is an attempt to help you define your present level of effectiveness. Please place a check mark under one of the four headings which you believe most closely describes your abilities in relation to each statement.

KEY: Upper case letters - Self Evaluations
Lower case letters - Administrator's Evaluations

	Need Improving	Improving	Satisfactory	Efficient Performance
INTERPERSONAL RELATIONSHIPS				
Can look at situations with the eyes of a child as well as with the eyes of an adult	B E b	C D F c e	a d f	A
Can communicate well with others regardless of their personality differences	A C a c	B D b	E F e f	d
Am able to avoid projecting past negative events into an analysis of the child's present action	C c	B D E F b d e f	a	A
Am able to maintain a good rapport with the children	C E c		B e	A a b d f
EFFECTIVE LISTENING				
Can listen effectively to both versions of the story before making a decision	C c	B D a b e	E F d f	A

	Need Improving	Improving	Satisfactory	Efficient Performance
Am able to listen without interrupting	B D b	C E F c d e f		A a
Am able to predict behavior by observing body language	C c	D E F b e f	B d	A a
Am able to reflect back to a child, what s/he is saying	C c	B D F b d f	E e	A a
Am able to respond fairly and calmly even when angry	C c	A E D F a b d f	B e	
Am able to avoid communicating anger Through body language	E F A C D a c d	B b e f		
PERSONAL PROFESSIONAL GROWTH				
Can follow through with strategies to correct areas needing improvement	C c	A B D E a b d e	F f	
Am open to ideas offered by other child care workers	a c	C d f	A B D F b e	E
Am willing to grow professionally	C c	A a d	B D E F b e f	
Am open to participate in training sessions to improve communication skills	D c d	C a	A B E F b e f	

	Need Improving	Improving	Satisfactory	Efficient Performance
Am able to discuss information that effects job performance	C c d	A D F a f	B E b e	
Am able to see the consequences of a situation and work at alternatives	C c	B E a b d e	D F f	A
Am able to refrain from carrying over job problems into personal life	c	A C a	B D E F b d e f	
Am able to direct activities in order to teach children how to utilize their time	C c	B E	D F b e	A a d f
MUTUAL RESPECT				
Can apologize after responding harshly or unfairly		B C b c	D F a f	A E d e
Can respond to the needs of each child equally and fairly	C D E c b	B F a d e f		A
Am able to respond to thoughtful actions in an appreciative way		C c	B D F a	A E b d e f
Am able to react compassionately with children who awaken during the night	b	B C a c	d f	A D E F e

	Need Improving	Improving	Satisfactory	Efficient Performance
Am willing to give children choices rather than ultimatums	b	B C E a c e	D F d f	A
Am able to separate negative emotions from objective disciplinary actions	B C b c	D E F a d e f		A
Am perceptive enough to encourage a task in process, rather than just praising end results		B C D F b c d f	E a e	A

APPENDIX B

WEEKLY SELF EVALUATION OF DEMOCRATIC PARENTING SKILLS

APPENDIX B

WEEKLY SELF EVALUATION OF DEMOCRATIC PARENTING SKILLS

KEY: Need Improving.....NI
Improving.....I
Satisfactory.....S
Efficient Performance.....EP

	NI	I	S	EP
viewing situations objectively				
seeing child's perspective				
listening without prejudice				
listening without interrupting				
listening with compassion				
trying to be consistent				
using logical consequences				
giving children choices				
encouraging work in process				
promoting mutual respect				
retreating from hostile situations				
remaining optimistic				

Comments on What Has Been Learned This Week

APPENDIX C

CHILDREN'S ATTITUDE SURVEY STEM SENTENCES

APPENDIX C

CHILDREN'S ATTITUDE SURVEY STEM SENTENCES

1. I don't think the Staff listens when...

2. The Staff thinks that I am...

3. I get upset when the Staff...

4. The Staff doesn't think that I...

5. When I say an adult yells I mean...

6. The Staff listens to me when...

7. The Staff...

8. When someone aggravates me, a solution to the problem is...

9. I don't listen when...

10. I wish the Staff would let me...